

# Summarised inspection findings

**St Andrew's Primary School Nursery Class**

North Lanarkshire Council

7 February 2023

## Key contextual information

St Andrew's Nursery Class is situated within a purpose-built building on the campus of St Andrew's Roman Catholic Primary School and Cumbernauld Primary School. Children attend from Carrickstone and other areas of Cumbernauld. They attend from the age of three until starting school on a term-time, full day basis. The setting is registered for 48 children at any one time. Currently the roll is 46 children, although all places have been allocated for this session.

The depute head teacher has responsibility for the management and leadership of the nursery class and is supported by a lead practitioner. There have been significant changes due to the implementation of the expansion to 1140 hours of early learning and childcare. The practitioner team has significantly increased in size. The current team was established in August 2022 and are working well together to develop the quality of provision.

### 2.3 Learning, teaching and assessment

**satisfactory**

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

- Practitioners work well as a team and have developed positive relationships with children, families, and each other. The ethos within the setting is caring and supportive. As a result, children are valued, safe and secure. Overall, children are happy, confident and enjoy their time at nursery.
- The stimulating learning environment is designed well to enable children to lead their own learning. Children benefit from using a wide range of open-ended and real-life materials and resources. They are free to make choices and follow their own interests indoors and outdoors. Practitioners are at an early stage of supporting children to lead their own learning and follow their interests and ideas. The majority of children engage well in their play, and a few are beginning to sustain interest for prolonged periods. Practitioners now need to support children to develop their skills of creativity, curiosity, and inquiry more effectively.
- All practitioners are developing a shared understanding of child development and early pedagogy as they establish their new team. They need to develop further their own role, skills, and abilities to successfully support children's learning through play. The use of national guidance such as Realising the Ambition: Being Me will support this development.
- A key worker system is used within the setting. As a result, practitioners know children and their families well as individuals. Practitioners now need to understand children more as learners and to talk with them about their learning. They need to develop further their skills in carefully observing and reflecting on children's learning during play. This will support them in deepening and extending children's learning.

- Children gather in their key groups at the beginning and end of the session for extensive periods to carry out routine tasks. Practitioners should now reflect on and evaluate how meaningful these sessions are. This should support practitioners to ensure an appropriate balance between child-initiated and adult-initiated experiences.
- Practitioners plan for children's learning using the experiences and outcomes from Curriculum for Excellence, including use of national Benchmarks. They are beginning to become more responsive in incorporating children's interests and ideas as part of the planning process. The planned reintroduction of floorbooks should support this and will enable children to reflect and talk about their learning.
- Practitioners use electronic learning journals to document children's development and experiences at nursery. A tracking and monitoring system is at the early stage of use. Senior leaders and practitioners are beginning to use data to inform planning and track the progress children are making.

## 2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

### 3.2 Securing children's progress

satisfactory

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- Most children make satisfactory progress in communication and early language. The majority of children engage enthusiastically in conversation, sharing their thoughts and experiences. Most children listen well to instructions and enjoy stories being read to them. They are familiar with a range of texts and enjoy exploring traditional tales. The majority of children are developing detail in their drawings, and a few are beginning to form letters, for example from their name. Practitioners should continue to develop children's experiences to support emerging skills in literacy.
- Most children are making satisfactory progress in mathematics and numeracy. They learn about shape, colour, and pattern through their play. They recognise familiar numerals, and a few can order them correctly. The majority of children count within 10 and a few beyond. The development of numeracy and mathematics is an identified area for improvement. This should support practitioners to encourage children to develop skills and understanding of the full range of mathematical concepts.
- Practitioners have a strong focus on health and wellbeing and, as a result, children are making good progress in this area. Most children develop physical skills well as they run, balance, climb and control a ball outdoors and in the gym hall. They are beginning to learn about keeping themselves safe, for example as they cut fruit and vegetables for snack. Through routines such as lunch and dressing for outdoors, most children are developing independence and self-help skills. Children are ready to take on increased responsibilities, for example managing their own risk.
- Information available indicates that most children are making satisfactory progress across most of the curriculum and over time. Learning journals do not yet consistently show the progress children make in their learning because of their nursery experiences. As practitioners continue to develop skills in observing children's learning, a more accurate picture of progress should emerge.
- Children are proud when their achievements in nursery are celebrated through certificates, medals and on social media. Practitioners are developing approaches to consistently recognise children's achievements and interests from home. It will be important to track the skills children are developing through their achievements, both in and outwith nursery.
- The nursery has an inclusive ethos where children are valued and respected as individuals. Senior leaders and practitioners know families and the local community well. They use this

knowledge to provide valuable support to children and families experiencing challenges and potential barriers to learning. Practitioners should now make full use of all information and data available, including that related to socio-economic context, to promote and ensure equity for all. This should help them make decisions about any interventions required to support all children to make the best possible progress.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.